

WALK A MILE IN THEIR SHOES

It would be advisable to work on the global concept of the campaign "To the Rhythm of Congo" before doing this activity. It is also advisable to briefly introduce the characters that will guide us through the different activities.

"Your prejudices are the voices of others"

In the initial design of the campaign we thought that it would be interesting not to explain the relationship between Elykia (the girl) and Esengo (the girl she is always carrying). This way, we can "play" with several scenarios: they could be a teenage mother and her daughter; sisters; a teenager taking care of her neighbour; or any other kind of relationship.



The goal is to generate an activity focused on stereotypes and prejudices.

The idea is to invite the class to speculate on the relationship between Elykia and Esengo, in order to later explain that there are no right or wrong answers, to go on to play with what stereotypes and prejudices are and what they lead to.

According to social psychology, we tend to form prejudices since establishing generalizations or categories helps us to simplify the world. This way, we maintain and reinforce prejudices that are based on generalized stereotypes.

When categorizations based on stereotypes are not reversible they often turn into prejudices. What is worrying about prejudices is that they end up justifying discriminatory behaviour towards certain people and social groups, and they can even end up causing what is known as the self-fulfilling prophecy or Pygmalion effect.

TARGET AUDIENCE

Students aged 6 to 18 (with different activities for each age group).

DEVELOPMENT FOR STUDENTS AGED 6 TO 10

- Before explaining Elykia and Esengo's objective of coeducation, the teacher will ask a series of questions from the Annex_X for this age group, in order to generate curiosity about this concept.

- The teachers, having previously introduced the characters Elykia and Esengo, will explain to the class that they have brought a very important picture and that they would love the children to draw it themselves in order to give it to their friends as a gift. As Elykia only has the original image, she proposes a very creative game: she asks them to try to draw it as well as possible without actually seeing the picture.
- As such, the teacher will explain in detail everything he or she sees in the picture (without showing it to the class) so that the students can try to replicate it as best as they can. While describing the picture, students can also add the feelings or ideas suggested by the picture itself, as long as it does not confuse them, since the objective is that the final picture resembles the original.
- At the end of the description, the teacher will then show the whole class the original, well-known picture, and the classmates will show their own works of art.
- After the exhibition, the teacher will ask how they felt while doing the activity, and if they were surprised by the variety of pictures in comparison to the original. The teacher will also ask why they may have thought of doing it different ways.
- Finally, the teacher will end the activity by telling that when we are faced with a picture or situation which we cannot personally experience, we can easily come up with different opinions and ideas about how things really are, and that this is because we lack certain information, thus explaining prejudices.

MATERIALS

- Annex 0
- Image of a painting, for example “The Bedroom” by Vincent van Gogh
- Drawing and painting materials